Creating Success with Native Indian Students:

A Bibliographic Source Book on Instructional Strategies for Teachers

Okanagan Indian Learning Institute

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INTRODUCTION

There are many bibliographies and resource books relating to curriculum content in Indian Education, and a few dealing with particular course subjects, but there is almost a total lack of information on creating culturally-congruent environments for the participation and success of Native students. We are concerned with teacher-child interactional styles, teaching styles, learning styles, communicative styles and value systems. We are interested here in general and universal ways of approaching Indian children which cut through specific subject areas and which assist in creating a classroom environment in which they may prosper. How the teacher may interact with his/her children to improve communication, with matching teaching styles and learning styles and how to deal appropriately with responsibility and authority, are questions this source book attempts to address.

This source book attempts to fill this major gap and perhaps to increase teacher sensitivity and stimulate dialogue in these critical areas.

What this source book intends to do is to link the main currents of thought in Indian Education with the main currents of educational thought in general particularly where there is convergence or agreement. Although hundreds of sources were read and consulted only those with high relevance to the teacher's task are listed.

As a source book this publication points people to sources and resources in both Indian Education and in education in general, but it is much more suggestive than it is prescriptive. Given the extraordinary diversity of situations in which teachers find themselves, this was felt to be the most fitting approach. This source book will assist teachers to make informed curricular and instructional decisions and hopefully be a trusted companion in the classroom.

Our concern is for the Native child. The reader will notice that, as they work through each theme, they are left without generalizations. Our objective is to sensitize teachers and make them aware of certain characteristics of the Indian child as a learner and how he/she may be reached—though in each and every case assumptions need to be tested in face-to-face interaction with the child. We feel that all the characteristics referred to may be found in all populations. On the other hand, there may be clusterings and greater frequency of certain behaviours that can be identified as cultural behaviour. In this case we are interested in Native students in educational environments.

Our basic intent is to enlarge the repertoire of teachers to work more effectively with cultural diversity, not through stereotypic behaviour, but through proven approaches to successful teaching. We are saying that every child is advantaged, and, by working with such an outlook, the teacher will find these advantages.

One of the frustrations often experienced by users of resource books is the difficulty in locating some of the materials referenced in them. This source book cites only the references that are reasonably accessible in major libraries or can be ordered direct through publishers or from book sellers. Journal articles are cited only when the entire issue from which they came can be purchased or the article is reprinted in a book of readings.

NOTE: For bibliographies in other areas of Indian Education the reader is referred to *The NESA Bibliography for Native Studies*, Howard Green and Don Sawyer, Vancouver: The Tillicum Library, 1983, available through Access Distribution, Penticton, B.C. As well as Native Studies the NESA bibliography contains an extensive list of other bibliographies in the "Professional Reference: General" section. Finally, the teacher is directed to their excellent section on simulation games as an instructional strategy.

THEME 1
General Sources

KEHOE, John W. (With contributions by Hebert, Yvonne). *A Handbook for Enhancing the Multicultural Climate of the School.* Vancouver: WEDGE, Faculty of Education, University of British Columbia. 1984.

This handbook contains, in Part 3, an interesting section on the hidden curriculum and its impact on equality of opportunity. There is also an elaborated, if highly generalized, comparison of the mainstream school culture and Native Indian culture, and suggested accommodations in school settings.

MAYFIELD, Margie I. *Native Infant Program Evaluation Report III.* Victoria: University of Victoria, 1982. Available only from ERIC Document ED 226 869.

The Native Infant Program, initiated by the bands in the Cowichan Valley, B.C., employed trained Native women and combined traditional teaching and modern developmental ideas. Its aims were to help infants develop to their full potential physically (language skills, gross and fine motor development), emotionally and intellectually. Both formal and informal criteria point to the success of this program.

> "Seventy-two percent (72%) of the parents interviewed commented on what they had learned or what they do differently as a result of the program. One half....mentioned learning more about children and being surprised at or not knowing how much young children can learn."

This report summarizes Evaluation Reports I and II as well.

KLEINFELD, Judith Smilg. *Eskimo School on the Andreafsky: A Study in Effective Bicultural Education.* New York: Praeger, 1979.

A surprising study by one of the leading researchers in Native education, in which students succeed first in high school and then in university without many of the usual programs associated with a successful curriculum for Native students.

> "...St. Mary's lacks many characteristics commonly believed to be essential....in effective bicultural education. Its staff has no professional training in cross-cultural methods. St. Mary's has no local control or other mechanisms for involving Eskimo parents....no bilingual or ESL programs. Nor does it have special Eskimo heritage classes."

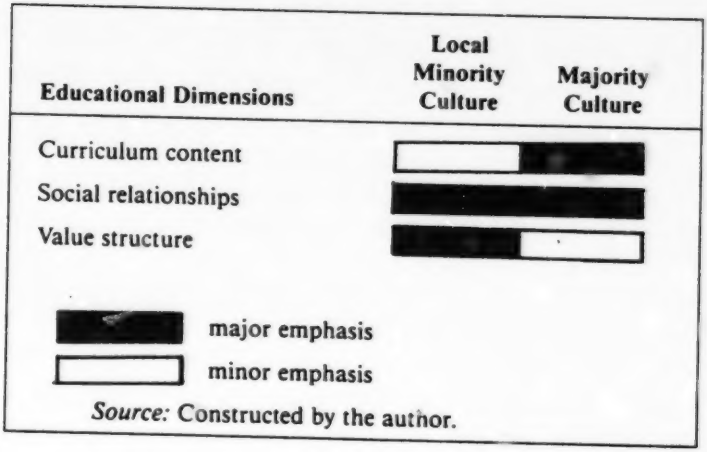
Excerpt from Kleinfeld:

> "Creating Cultural Fusion in School Settings
>
> The model of bicultural education developed at St. Mary's was cultural fusion across three critical dimensions of schooling: curriculum content, social relationships, and value structures (Figure 6.1). In the area of curriculum, the dominant emphasis was learning majority culture skills, but elements of the local culture were woven into course work. In the area of social relationships, both the majority and minority cultural emphases were strong. The interpersonal style of the village formed a metastructure, which gave different social meaning to conventional classroom interaction. In the area of values, the ideals of the minority culture held sway. New forms of behaviour were introduced as expressions of established values."

CREATING CULTURAL FUSION IN SCHOOL SETTINGS

The model of bicultural education developed at St. Mary's was cultural fusion across three critical dimensions of schooling: curriculum content, social relationships and value structures (Figure 6.1) In the area of curriculum, the dominant emphasis was learning majority culture skills, but elements of the local culture were woven into course work. In the area of social relationships, both the majority and minority cultural emphases were strong. The interpersonal style of the village formed a metastructure, which gave different social meaning to conventional classroom interaction. In the area of values, the ideals of the minority culture held sway. New forms of behaviour were introduced, but they were introduced as expressions of established values.

Cultural Fusion as a Model of Bicultural Education



Source: Constructed by the author.

HART, Leslie A. *Human Brain and Human Learning.* N.Y. Longman, 1983.

This book is a manifesto for the development of "brain compatible" as opposed to "brain-antagonistic" curricula and schools. The author states that we now have a very good grasp of how the brain selects what it chooses to attend to, processes this information in relation to experience, and learns. Therefore, curricula need to be based on these understandings. "Lecturing" *to* students and focusing on the "right" answers, is not only said to be futile but also inhibits learning. The book is devoted to the transformation of schools into learning environments based upon the natural process of pattern recognition. A fascinating book for Indian educators.

> "The brain-compatible school must be one which the process of world-discovery accelerates and broadens..."

CHALL, Jeanne S. and Mirsky, Allan F. eds. *Education and the Brain. National Society for the Study of Education.* Chicago: U of Chicago Press, 1978.

A basic text on the relationship between recent brain research and the implications for education. See especially:

> WITTROCK, M. *Education and the Cognitive Processes of the Brain;* McLEAN, Paul D. *A Mind of Three minds: Educating the Triune Brain;* CHALL, Jeanne S. and Mirsky, Allan F. *The Implications for Education.*

MOKAKIT Indian Education Research Association. c/o Native Indian Teacher Education Program, Faculty of Education, University of B.C., Vancouver V6T 1Z5.

MOKAKIT is a non-political and independent Indian education research association that recognizes the technical

capacity and ability of Indian people to initiate, direct and implement educational research. Associate membership ($50 per year) is open to persons having an expressed interest in the goals of MOKAKIT. They intend to publish a journal of current research in Indian education and to review, highlight, collect and disseminate current research.

Canadian Journal of Native Education. Department of Educational Foundations, U of Alberta, 5-109 Education North. Edmonton, Alberta T6G 2G5. Subscription $5 per year, $1.50 single copy.

Published quarterly by the Intercultural Education Program, this journal presents articles of interest to the teacher of Native students. It features the Teacher's Forum for the exchange of teaching approaches in various skill areas, and a bibliography for teachers.

Journal of American Indian Education.

Published three times a year by the College of Education, Arizona State University. This publication was established in 1961. It is the only professional educational journal currently in circulation specifically for the purpose of collecting and preserving a record of the progress made in *American* Indian Education. Research articles published by the J.A.I.E. either deal directly with educational topics and practices or relate to Indian cultural and historical events which have educational implications.

New Horizons for Learning: An International Human Resource Network. P.O. Box 51140, Seattle, Washington 98115 (Membership: $15 U.S. (active)).

Membership in this body includes the quarterly newsletter, "On the Beam" devoted to communicating

the leading edge in education and to providing an international network for teachers. Outstanding workshops are held periodically in Seattle and members receive substantial discounts.

KING, A. Richard. *Native Indians and Schooling in British Columbia: A Handbook for Teachers.* Victoria: University of Victoria, Faculty of Education. 1984 (In Manuscript).

A Handbook intended to give teachers of Indian children a cross-cultural perspective on their task. It provides an interesting background to the Native people of British Columbia and the history and current status of Indian Education from the author's point of view. Part 3 on classroom teaching and learning, intended and unintended, provides valuable assistance to teachers in orienting themselves to the intercultural classroom and emphasizes the ethnopedagogical approach.

THEME 2
Readers

McSHANE, Damian, ed. The Transcultural Education of American Indian and Alaskan Native Children: Teachers and Students in Transaction. *Peabody Journal of Education, Volume 61 No. 1, Fall 1983.* Available from the Editorial Assistant, Peabody College of Vanderbilt University, Box 41, Hashville, Tennessee 37203. Libraries and Institutions: $10 U.S. Private Individuals: $5 U.S.

This entire issue is devoted to Indian education and provides a very recent compendium of the state of the art. The following are the most important articles from the point of view of this source book:

KLEINFELD, Judith, et al. *Doing Research on Effective Cross-Cultural Teaching: The Teacher Tale.*

In this article, Kleinfeld and her colleagues identify three kinds of competencies of outstanding cross-cultural teachers: affective qualities (ability to establish rapport); craft skills, (eg. classroom management skills); and political skills (ability to gain trust of Native communities). In teacher-training, they advocate the use of "teacher tales" (stories based upon experience). It is similar to the case study training method for lawyers and allows teachers to expand their repertoires for handling cross-cultural situations without relying on fixed rules.

Criteria Used by Teachers, Administrators, and Community Members in Rural Alaska Communities to Judge Teacher Effectiveness

Criteria	Percentage Using Criterion*		
	Teachers	Administrators	Community Members
Affective Qualities			
Rapport, Concern, Empathy	43%	62%	58%
Dedication and Long Hours	35	31	30
High Expectations	22	24	8
Craft Skills			
Innovativeness, Creativity	32	24	23
Classroom Management, Organization	26	41	8
Subject Knowledge	15	31	5
Discipline	13	24	18
Results (e.g., higher grades, good classwork brought home)	—	—	25
Political Skills			
Community Involvement	16	34	50
Relevance to Local Culture**	11	10	—
	N = 228	N = 29	N = 40

* Due to the greatly unequal numbers in each category, calculating a chi-square statistic would be misleading.

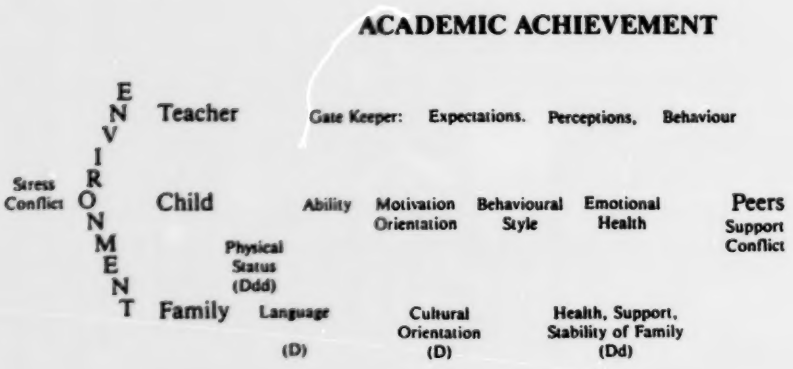
** This criterion would be considered a craft skill as well. We placed it under political skills because it was not usually discussed as a way, for example, of clarifying difficult concepts. *From Kleinfeld, et al.*

GREENBAUM, Paul E. and Susan D. *Cultural Differences, Nonverbal Regulation and Classroom Interaction: Sociolinguistic Interference in American Indian Education.*

This is a comprehensive review of the studies of sociolinguistic interference. The authors found that there are both quantitative and qualitative differences between Indian children and their teachers in nonverbal behaviour but whether or not this leads to sociolinguistic interference in communication is unclear. More research is suggested to discover mechanisms to improve communication in the instructional process.

McSHANE, Damian. *Explaining Achievement Patterns of American Indian Children: A Transcultural and Developmental Model.*

McShane proposes a comprehensive and integrated model involving primary level influence (teacher-student relationship); secondary-level (child dimensions); and tertiary-level influence (family and community).



From McShane.

DEYHLE, Donna. *Measuring Success and Failure in the Classroom: Teacher Communication About Texts and the Understandings of Young Navajo Children.*

Navajo children enter school with a culturally determined understanding of the appropriate means of displaying competence. This conflicts with the process required in school to demonstrate individual knowledge through either public display or a test. The conflict produces failure and failure leads to rejection of tests by children.

SPINDLER, George, ed. *Education and Cultural Process: Toward an Anthropology of Education.* New York: Holt Rhinehart and Winston, 1974.

See especially the following articles:

SINDELL, Peter S. *Some Discontinuities in the Enculturation of Mistassini Cree Children.*

Contrasts child-rearing practices and school expectations.

WOLCOTT, Henry F. *The Teacher As An Enemy.*

This article gives an excellent idea of the origins of locally-controlled schools partially as a reaction against the conflict between non-Native teachers and Native students.

SPINDLER, George, ed. *Doing the Ethnography of Schooling: Educational Anthropology in Action.* New York: Holt Rheinhart and Winston, 1982.

Several articles of interest will be found here including Spindler's introduction. See especially the following:

ERICKSON, F. and MOHATT G., *Cultural Organization*

of Participation Structures in Two Classrooms of Indian Students.

The authors conducted a meticulous study utilizing videotape to reveal and contrast the organization of participation structures of the classroom by a Native and non-Native teacher. In contrast to the non-Native teacher, the Native teacher created a classroom setting in which leadership and social control were shared between the teacher and children. The Native teacher also developed a greater interactional smoothness and closer, more personal style. The Native teacher's behaviour was seen as more culturally congruent for the children and particularly marked, was the avoidance of direct and overt criticism.

ROBERTS, Joan I. and AKINSANYA, Sherrie K., eds. *Schooling in the Cultural Context: Anthropological Studies of Education.* New York: David McKay Co. Inc., 1976.

In this Reader, attention is drawn to the following articles:

WAX, Rosalie H. *Oglala Sioux Dropouts and Their Problems with Educators.*

COHEN, Rosalie A. *Conceptual Styles, Culture Conflict and Non-verbal Tests of Intelligence.*

The author defines two distinct cognitive styles—analytic and relational (holistic)—which may be characteristic of particular cultural groups. Since schools historically have stressed the analytic mode, this may cause cultural conflict and low achievement among relational thinkers.

WAX, Murray L., DIAMOND, Stanley, and GEARING Fred, eds. *Anthropological Perspectives on Education.* New York: Basic Books, 1971.

This book is mentioned primarily because it contains the following article:

CAZDEN, Courtney B. and JOHN, Vera P.: *Learning in American Indian Children.*

This is an early attempt to study learning strengths of Native children and summarizes research up to 1971:

> "The review is divided into five sections: (1) tests of learning prior to school entrance; (2) styles of learning; (3) conflicts in values; (4) patterns of socialization; and (5) a discussion of styles of learning, cultural values, and Indian Education. At several points, we also give examples of ways in which curricula and educational institutions could be designed to take advantage of the learning styles of Indian children rather than conflicting with them."

HYMES, Dell. *On Linguistic Theory, Communicative Competence, and the Education of Disadvantaged Children.*

This article lays out the argument for social linguistic interference in developing communicative competence among Native Indian and other children, and its impact upon school performance.

> "When a child from one developmental matrix enters a situation in which the communicative expectations are defined in terms of another, misperception, misanalyses occur at every level."

THEME 3
Teaching Styles

ROSENTHAL, Robert and JACOBSON, Lenore. *Pygmalion in the Classroom: Teacher Expectation and Pupil's Intellectual Development.* New York: Holt, Rinehard & Winston, 1968.

This is the famous and controversial book about teachers' expectations and their impact on children in the classroom. In the authors' words:

> "The central idea of this book has been that one person's expectation for another's behaviour could come to serve as a self-fulfilling prophecy....Teacher expectations can quite unwittingly become a more accurate prediction (over time) simply for its having been made.
>
> As teacher-training institutions begin to teach the possibility that teachers' expectations of their pupils' performance may serve as self-fulfilling prophecies, there may be a new expectancy created. The new expectancy may be that children can learn more than had been believed possible, an expectation held by many educational theorists, though for quite different reasons (for example, Bruner, 1960). The new expectancy, at the very least, will make it more difficult when they encounter the educationally disadvantaged for teachers to think, 'Well, after all, what can you expect?' The man on the street may be permitted his opinions and prophecies of the unkempt children loitering in a dreary schoolyard. The teacher in the schoolroom may need to learn that those same prophecies within her may be fulfilled; she is no casual passer-by. Perhaps Pygmalion in the classroom is more her role."

ELASHOFF, James D. and SNOW, Richard E. *Pygmalion Reconsidered: A Case Study in Statistical Inference.* Worthington, Ohio. Charles A. Jones Publishing, 1971.

This study challenged the teacher expectancy thesis and, after looking at the literature and attempts to replicate the earlier study, came to the following conclusions:

1. Teacher expectancy may affect pupil achievement where strong induction (suggestion) techniques are used.
2. Teacher expectancy probably affects observable teacher and pupil behaviour.
3. Teacher expectancy probably does not affect pupil IQ.
4. They then recommend that manipulation of classroom interaction by inducement be abandoned in favour of the detailed examination of natural settings.

Teacher expectancy probably affects observable teacher and pupil behaviour, if the expectancy condition occurs naturally or provides a moderate to strong manipulation of inducement. In manipulated situations where the establishment of expectancies was demonstrated with some certainty, effects occurred. Where there were no results to indicate the operation of expectancy effects, the inducement was likely ineffective in the first place. The teacher behaviour most likely to be affected involves eliciting and reinforcing of children's responses, the kind of attention given to pupils, the amount of teaching actually attempted, subjective scoring or grading of pupil work, and judgements or ratings of pupil ability and probable success. The pupil behaviour most likely to be affected involves the kind of response given to the teacher, the child's initiation of activity, his class-appropriate behaviour, and his feelings about school, self, and teacher.

RIST, Ray C. *The Urban School: A Factory for Failure.* Cambridge, Massachusetts. The M.I.T. Press, 1973.

This study of the experience of children in a black community is extremely germane to the experience of, not only urban Native children, but those in rural settings as well. Rist has utilized participant observation to observe teacher-child interactions over the period of a year and followed the educational career of a group of children from k-2. The powerful effect of teacher expectations is documented:

> "A major goal of this study has been to demonstrate the means by which teachers' assumptions manifest themselves within the classroom setting. These assumptions transform themselves into expectations for individual children, with the result that differential treatment is accorded various members of the same class. The single most influential variable to which the teachers responded was the social class background of the student. Thus, the kindergarten teacher's expectations as to who would emerge with the class as a 'fast learner' and who would emerge as a 'slow learner' clearly delineated the middle-class students from their peers. It is important to reiterate that when the teacher made her seating assignments on the eighth day, she had no formal measures of academic ability or cognitive development to aid her evaluation.
>
> With both the first and second grade teachers, the process of within class differentiation resulted in patterns of class organization not dissimilar from those of the kindergarten teacher. The latter two teachers, however, created their tracking systems not only on the basis of subjective interpretations, but also by evaluating the previous test scores and readiness material completed by each student. The end result of this 'objective' placement

of students in different groups was the reinforcement of internal class divisions instigated by the kindergarten teacher.

The high group followed the teacher in their ridicule, belittlement, physical abuse and social ostracism of the lower groups, thus perpetrating a social class structure based upon discrimination."

MOHATT, G. and ERICKSON, F. Cultural Differences in Teaching Styles in an Odawa School. In H. Trueba, G. Guthrie and K. Au, eds. *Culture and Bilingual Classroom.* Rowley: Newbury House, 1981.

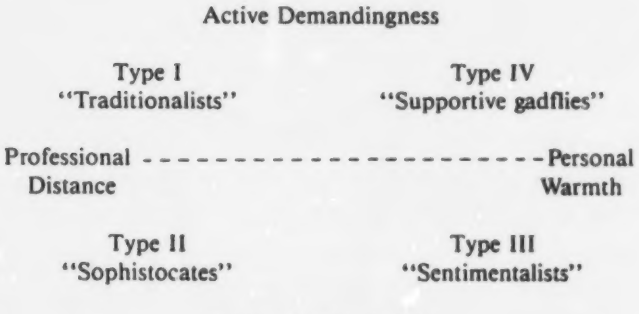
This study contrasts the teaching styles of a Native and non-Native elementary teacher and is concerned with the cultural origins of these differences.

KLEINFELD, Judith. *Effective Teachers of Indian and Eskimo High School Students.* College, Alaska: Institute of Social, Economic and Government Research, 1972. ERIC Document no. ED 068 246. *Instructional Style and Intellectual Performance of Indian and Eskimo Students:* final report. College. Alaska: Institute of Social, Economic and Government Research, 1972. ERIC Document no. ED 059 831.

These are famous studies which established a typology of teachers of Native students on the basis of effective teaching styles which elicited higher intellectual performance from the students.

"It is suggested that two fundamental characteristics distinguish effective from ineffective teachers....(1) high level of personal warmth, especially warmth communicated non-verbally...and (2) a high level of active demandingness in the classroom...expressed as an aspect of the teacher's personal concern for the student.... Such a teaching style is labelled the 'supportive gadfly.' "

FIGURE 1
A Typology of Teachers of Indian and Eskimo Students



From Kleinfeld (1972)

KLEINFELD, Judith. *Some Instructional Strategies for the Cross Cultural Classroom.* Alaska: State Department of Education, 1971. ERIC Document No. ED 059 001.

At the end of the 1969-70 school year, Judith Kleinfeld sent out a questionnaire to teachers in the small village schools in Alaska. This publication is the result of her analysis of the 114 responses received describing effective teaching strategies.

> "Many teachers have learned from village students how to improve the quality of their own interpersonal relationships *outside* of the classroom—how to connect without humiliating, praise without embarrassing, wait without resentment for the development of trust."

GIBBONS, Maurice. Walkabout Ten Years Later: Searching for a Renewed Vision of Education. *Phi Delta Kappan,* Volume 65, No. 9, May 1984.

This article commemorates the 10th anniversary of Gibbon's earlier article (May 1974) entitled: "Walkabout: Searching for the Right Passage from Childhood and School" in which he suggested that schools design programs in the manner of rites of passage. Walkabout or Challenge Education programs had their beginnings here. In the current article the author describes a new paradigm for education that "enables students to design and manage their own learning" which involves goal-setting, strategic planning, self-management, self-evaluation and review.

> "Our purpose is to create a pattern of competence for all students, one that will affect everything else that they do" and one that will imply a "Radical change in our teaching role, which will shift from presenter of content to coach of our students performance."

Walkabout programs have great relevance for Indian Education.

BURGER, Henry. *Ethno-pedagogy: A Manual in Cultural Sensitivity With Techniques for Improving Cross-Cultural Teaching by Fitting Ethnic Patterns.* Albuquerque, New Mexico: Southwestern Cooperative Educational Laboratory, 1968. ERIC Document ED 024 653.

The author draws on his experience with Indians in the Southwest to provide suggestions for models of learning and teaching in a cross-cultural setting. He especially emphasizes the role of the teacher as a bicultural agent in relating his culture and that of the students. Teachers are encouraged to perform a dual role—the one who directs learning and the one who is the learner of the new culture.

ARBESS, Saul, MURDOCK, Maureen, and JOY, Penny. *New Strategies in Indian Education: Utilizing the Indian Child's Advantages in the Elementary Classroom.* Victoria: British Columbia Ministry of Education, 1981.

ARBESS, Saul. *Optimizing the Environment of the Inter-Cultural Classroom.*

Beginning with the Indian child's advantages, Arbess builds a success model of Indian Education based upon cultural congruence in three dimensions; curriculum content, classroom interactional patterns and instructional strategies. Whole-brain learning is encouraged through multi-modal teaching strategies.

Classrooms That Work for the Native Indian Student, is a videocassette in three parts, each featuring one segment of the three dimensional model. It is available as a single cassette, ¾ inch or ½ inch VHS from Mandala Media, 3958 Circle Drive, Victoria, B.C. V8X 3W9 ($100.00)

MURDOCK, Maureen. *Telling Our Stories: The Use of Guided Imagery in the Classroom.*

> "Native and non-Native students who were considered low in verbal skills by their teachers were much more verbal after an imagery exercise. Many teachers mentioned that they were surprised to hear these children speaking in full sentences, or speaking with such vivid vocabulary about their images."

JOY, Penny. *Telling Our Stories: The Use of Video Tools in Conjunction with Guided Imagery Exercises in the Classroom.*

A number of values are indicated for working with video and imagery in the inter-cultural classroom including novelty, validation of self and others, and enjoyment.

"Since there are no *right* answers to a personal image, much of the inhibition and fear associated with getting things right is released and the children spoke or expressed themselves...with unusual authority and clarity."

THEME 4

Learning Styles

DUNN, Kenneth and DUNN, Rita. *Teaching Students Through Their Individual Learning Styles: A Practical Approach.* Reston, Virginia: Reston Publishing, 1978.

This is the basic text in identifying and utilizing the learning strengths of all students. The approach is comprehensive and identifies 18 elements of learning style; environmental (sound, light, temperature and design); physical (perceptual strengths, intake, time of day and need for mobility); pyschological (global/analytic, hemispheric preference and impulsive/reflective) and sociological (learning alone, with peers, with an adult, or in several ways). This is the ultimate in individualization. Teachers may or may not find a clustering for their Native students but they will come to know all of their students better from the point of view of establishing an instructional strategy. Detailed classroom activities and lessons are provided.

DUNN, Rita and Kenneth, and PRICE, Gary E. *Learning Style Inventory.* Price Systems, Box 3271, Lawrence, Kansas 66044.

This is the testing instrument for identifying the individual student's learning style profile and inventory, valid from Grade 3 through 12. It is accompanied by a manual for the interpretation of the Inventory results and suggested program orientation.

DUNN, Rita ed. *Learning Styles Network Newsletter.*

Available by writing to Rita Dunn, Learning Styles Network, St. John's University, Grand Central Parkway, Jamaica, New York 11429.

SLAVIN, Robert E. *Cooperative Learning*. New York: Longman, 1983.

An exhaustive review of the research on cooperative learning and its implications for classroom organization, student incentive and ethnically-mixed intergroup relations. The major conclusions are that "the overall effects of cooperative learning on student self-esteem, peer support for achievement, internal locus of control, time on-task, liking of class and classmates, cooperativeness and other valuables are positive and robust."

In the area of intergroup relations: "When students work in ethnically-mixed cooperative learning groups, they gain in cross-ethnic friendships" which "are strong and long lasting."

Achievement Outcomes by Use or Non-Use of Specific Group Rewards Based on Members' Learning and Task Specialization

	All Group Rewards for Learning PRESENT			All Group Reward for Learning ABSENT		
	Positive	23	88%	Positive	3	20%
	No Effect	3	12%	No Effect	1	73%
	Negative	0	0%	Negative	1	7%
	N of Studies	26		N of Studies	15	
	Group Study, Group Reward for Learning			**Group Study**		
Group Study—No Task Specialization	Positive	22	88%	Positive	0	0%
	No Effect	3	12%	No Effect	8	89%
	Negative	0	0%	Negative	1	11%
	N of Studies	25		N of Studies	9	
	Task Specialization, Group Reward for Learning			**Task Specialization**		
Task Specialization	Positive	1	100%	Positive	3	50%
	No Effect	0	0%	No Effect	3	50%
	Negative	0	0%	Negative	0	0%
	N of Studies	1		N of Studies	6	

All Group Study			All Task Specialization			All Studies		
Positive	22	65%	Positive	4	57%	Positive	26	63%
No Effect	11	32%	No Effect	3	43%	No Effect	14	34%
Negative	1	3%	Negative	0	0%	Negative	1	2%
N of Studies	34		N of Studies	7		N of Studies	41	

JOHNSON, David W. and JOHNSON, Roger T. *Learning Together and Alone: Cooperation, Competition and Individualization*. Englewood Cliffs, New Jersey, 1975.

If Slavin has established the overall value of cooperative learning, then the Johnsons have created the manual for teachers which meticulously outlines how and when to use cooperation, competition and individualization in establishing goal structures for learning tasks. This approach allows all students to become effective in each situation and to shine in their preferred modes. Since the authors' own research and practice point to the value of cooperative goal structures, the book emphasizes this approach in a highly-usable manner for the teacher.

APPROPRIATE CONDITIONS CHART

	Cooperative	Individualized	Competitive
Type of Instructional Activity	Problem solving; divergent thinking or creative tasks; assignments can be more ambiguous with students doing the clarifying, decision making, and inquiring.	Specific skill or knowledge acquisition; assignment is clear and behaviour specified to avoid confusion and need for extra help.	Skill practice; knowledge recall and review; assignment is clear with rules for competing specified.
Perception of Goal Importance	Goal is perceived as important for each student, and students expect group to achieve the goal.	Goal is perceived as important for each student, and each student expects eventually to achieve his goal.	Goal is *not* perceived to be of large importance to the students, and they can accept either winning or losing.
Student Expectations	Each student expects positive interaction with other students; sharing of ideas and materials; support for risk taking; making contributions to the group effort; dividing the task among group members; to capitalize on diversity among group members.	Each student expects to be left alone by other students; to take a major part of the responsibility for completing the task; to take a major part in evaluating his progress toward task completion and the quality of his effort.	Each student expects to have an equal chance of winning' to enjoy the activity (win or lose); to monitor the progress of his competitors; to compare ability, skills, or knowledge with peers'.
Expected Source of Support	Other students are perceived to be the major resource for assistance, support, and reinforcement.	Teacher is perceived to be the major resource for assistance, support, and reinforcement.	Teacher is perceived to be the major resource for assistance, support, and reinforcement.

McCARTHY, Bernice. *The 4Mat System—Teaching to Learning Styles with Right/Left Mode Techniques.* Available from Excel, Suite 101, 600 Enterprise Drive, Oak Brook, Illinois 60521. 1980. 4Mat in Action: *Creative Lesson Plans for Teaching.* Oak Bay, Illinois. 1983.

These are readable, useful books on assessing learning styles along with practical examples of imaginative teaching strategies and lesson plans to use in many subject matter areas at all grade levels. Based upon research from many fields and applications of the findings, these books realize the author's goal "to devise a teaching model that can be simply and efficiently used to improve the odds for students."

GAYLEAN, Beverly-Colleene. *Mind Sight: Learning Through Imaging.* Center for Integrative Learning. 767 Gladys Avenue, Long Beach, California, 1983.

This book, by one of the most gifted teachers of guided imagery processes, ranges from scientific background and rationale through relaxation and centering techniques to guided cognitive imageries for teachers and children to explore in the classroom. Specific examples are given in several curriculum areas which may be adapted by the teacher. A series of audio-tapes to accompany the text or to use independently are also available. Regular use of imagery in education is said to stimulate brain/mind integration and leads to a more positive self-concept, greater ease of learning, high motivation and enjoyment of learning, stronger concept formation and greater creativity. Some suggested recordings to accompany the imagery work are provided.

There are six basic steps to effectively using visualization and guided imagery exercises. These are:

RELAXATION / CENTERING
FOCUSING
BODY / SENSORY AWARENESS
IMAGING
EXPRESSING / COMMUNICATING
REFLECTING

> "...the cognitive imagery entitled, 'Future World,' has been used in social studies classes for presenting concepts related to societies of the future, in geometry and drafting classes for designing houses, cars and cities of the future, in foreign language classes for practicing the future tense of various verbs, and in language arts and writing classes for developing composition skills."

MURDOCK, Maureen. *Spinning Inward: Using Guided Imagery With Children.* Available from the author at 121 Wavecrest Avenue, Venice, California 90291. 1982. Telling Our Stories: The Use of Guided Imagery in the Classroom in *New Strategies in Indian Education.* Province of British Columbia, Indian Education Branch, 1981.

Maureen Murdock has had a great deal of experience in utilizing guided imagery with Native Indian students in British Columbia. That experience is described in her paper "Telling Our Stories." Her book, the title of which was inspired by Salish spindle whorls, broadens and deepens her work and provides a rich motherlode of imagery exercises. Audio tapes are available to accompany the text. A list of suggested recordings to use with the exercises is provided.

> "Guided Imagery is an excellent tool to develop story characters from another point of view. Children relate very strongly to animals and empathize with their

feelings. They reveal a great deal about themselves when they assume the role of a favourite animal. Wonderful stories emerge as the child takes on the physical characteristics and attitudes of a character they meet in the imagery exercise. These characters become multi-dimensional rather than flat, stereotypical cartoons."

SAMPLES, Bob. *The Metamorphic Mind: A Celebration of Creative Consciousness.* Reading, Massachusetts: Addison-Wesley, 1976. SAMPLES, Bob, CHARLES, Cheryl, and BARNHART, Dick. *The Wholeschool Book: Teaching and Learning Late in the 20th Century.* Reading, Massachusetts: Addison-Wesley, 1977.

In these two books, Samples attempts to bring metaphoric mind function more into use in education.

"Rational or metamorphic kinds of knowings can be nurtured by different kinds of instructional strategies. Rational strategies are basically linear, whereas metaphoric strategies are multi-dimensional."

The Symbolic Metaphoric Mode

Definition: The symbolic metaphoric mode is expressed whenever concepts, experiences, processes, or ideas are expressed in either abstract or visual form.

The Synergic-Comparative Mode

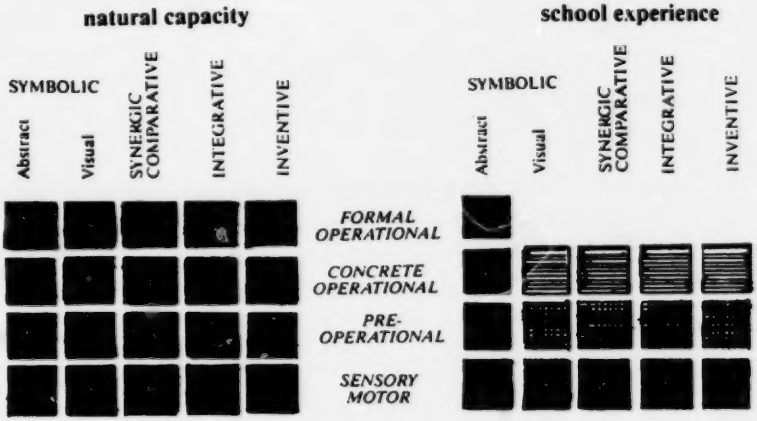
Definition: The synergic-comparative mode involves the blending of two or more concepts, ideas, and processes so as to transform their original meaning into a more universal context.

The Inventive Mode

Definition: The inventive mode exists whenever the learner creates a level of understanding of a concept, idea, or process new to themselves personally or new to the culture in which they live.

The Integrative Mode

Definition: The integrative mode exists when the entire body of the learner is involved in the exploration of concepts, ideas, and processes.



Implications of the Metaphoric Modes

Central to the formulation of the metaphoric modes was the issue of how they could fit into schools as they exist. A second issue was our concern about how the metaphoric modes relate to the rational developmental levels of Piaget.

This led us to the next step. We examined existing curriculum materials, standardized tests, and the prevailing psychological vision (cognitive and behaviouristic) and tried to determine at which levels of schooling the metaphoric modes were systematically excluded. The results are shown in Figure One. It was clear to us that the *capacity* to perform all the metaphoric modes is uniform throughout the rational stages of development. However, it was also clear that in terms of school experience there is a diminishing utilisation of all the metaphoric modes except symbolic abstract as one goes up through the cognitive stages.

RAMIREZ III, M. and CASTENADA, A. *Cultural Democracy, Bicognitive Development and Education.* New York: Academic Press, 1974.

In this work, the authors attempt to differentiate the cognitive styles of Chicano children as field-sensitive vs. field-independent. That is, Chicano children are more influenced by the human and social environment than field-independent children. Since teachers and schools tend to emphasize field-independence (the analytic mode) as opposed to field-sensitivity (the relational mode) the latter are placed at a disadvantage which is often stated as a deficiency. There is also evidence that Indian children are field-sensitive so the same analysis of school performance may apply. The authors state that schools must teach for bicognitive development and that such a curriculum would further cultural democracy.

THEME 5

Communicative Styles

SCOLLON, Ron and SCOLLON, Suzanne B.K. *Narrative, Literacy and Face in Interethnic Communications.* Norwood, New Jersey: Ablex Publishing, 1981.

This book is essential reading for intercultural educators. By two sociolinguists concerned with interethnic communication between Native and non-Native peoples, with some vital reference to the classroom. Their premises are that, "the issue of discrimination to a considerable extent is a problem of communication" and that the "problems of miscommunication are based on differences in the organization of discourse." They conclude that "the only viable solution to miscommunication is to cultivate a deep respect for the fundamental differences between individuals, groups and communicative styles." See especially *Part I,* Discrimination in Interethnic Communication.

DISCRIMINATION IN INTERETHNIC COMMUNICATION

What's confusing to English speakers about Athabaskans	What's confusing to Athabaskans about English speakers
They do not speak	They talk too much
They keep silent	They always talk first
They avoid situations of talking	They talk to strangers or people they don't know
They only want to talk to close acquaintances	They think they can predict the future
They play down their own abilities	They brag about themselves
They act as if they expect things to be given to them	They don't help people even when they can
They deny planning	They always talk about what's going to happen later
They avoid direct questions	They ask too many questions
They never start a conversation	They always interrupt
They talk off the topic	They only talk about what they are interested in
They never say anything about themselves	They don't give others a chance to talk
They are slow to take a turn in talking	They are always getting excited when they talk
They ask questions in unusual places	They aren't careful when they talk about things or people
They talk with a flat tone of voice	
They are too indirect, inexplicit	
They don't make sense	
They just leave without saying anything	

CAZDEN, C.B., JOHN, V.P., and HYMES, D. (eds.). *Functions of Language in the Classroom.* New York: Teachers College Press, 1972.

A seminal collection of papers on communicative competence and sociolinguistic interference, many touching on Native Indian children. See especially the following papers:

PHILIPS, S.U. *Participant Structures and Communicative Competence: Warm Springs Children in Community and Classroom.*

A brief summary of her findings as they relate to formal schooling.

JOHN, Vera P. *Styles of Learning, Styles of Teaching: Reflection on the Education of Navajo Children.* DUMONT, Robert V., Jr. *Learning English and How To Be Silent: Studies in Sioux and Cherokee Classrooms.*

Each of these papers is critical of the schooling of Native children but they also point the way to better classroom environments for learning, building upon the communicative strengths and socio-cultural expectations that these children bring to the classroom.

PHILIPS, Susan Urmston. *The Invisible Culture: Communication in Classroom and Community on the Warm Springs Indian Reservation.* New York: Longmans, 1983.

This is the classic study of the incompatibility between the communicative style of Indian children and that demanded by Anglo teachers. "In this book, I argue that the children of the Warm Springs Indian Reservation are enculturated in their pre-school years into modes of organizing the transmission of verbal messages that are culturally different from those of

Anglo middle-class children....the differences make it more difficult for them to comprehend verbal messages conveyed through the school's Anglo middle-class modes of organizing classroom interaction." The most important part of the book for teachers is Part III, *Communication in the Classroom.*

> "Indian and Anglo children have already learned different systems for the organization of interaction by the time they come to school. In the Warm Springs grade school the Indian children show a preference for structures that are more like the structures they have learned or acquired in their preschool community experience.
>
> The most obvious practical implication of these findings is that in Indian classrooms the participant structures preferred by the Indian students can be used successfully to a greater extent for the transmission of curriculum content than they now are. Thus the group-project format, in which the children have more control over their own interaction, may be used for a greater diversity of purposes and at younger ages in Indian classrooms. And Indian children may particularly benefit from greater opporunity to engage in one-to-one contact with teachers and aides. Indian students can also be allowed to help one another more in their academic work."

STERLING, Robert W. and HERBERT, Y.M. Self-Determination of Action and Implications for Education of Native Canadians. In D'Oyley, Vincent, Ed. *Visible Minorities Perspectives of Canadian Education.* Vancouver: University of British Columbia Centre for the Study of Curriculum and Instruction (to appear).

The authors propose that there is an assumption of non-authority underlying the Indian culture of Nicola Valley, B.C., coupled with a belief in personal freedom of choice. Preliminary evident..."comes from the grammar and the use of Okanagan...and from traditional social interaction patterns."

Some implications for Native education are a) that teachers cannot make, cause, and/or force Native children to perform a particular task; b) that Native children will determine for themselves when to learn, to respond and when to stop; and c) that Native children will decide or not, to select and respect teachers as authority figures.

GOODY, Esther N. *Questions and Politeness in Social Interaction.* Cambridge: Cambridge University Press, 1978.

This is a volume devoted to the study of how the act of questioning has the power to shape interaction. It is concerned with the nature and appropriateness of the question in various cultural settings. Goody states in her introduction that "questioning not only involves asking for information, but also carries a command function. Questions are speech acts which place two people in direct, immediate interaction. In doing so, they carry messages about relationships—about relative states, assertions of status and challenges to status." Teachers need to be sensitive to questioning in the intercultural context, and this book, although difficult, will help in this.

THEME 6

Thinking Skills

LIPMAN, Matthew et al. *Philosophy in the Classroom.* Upper Montclair, New Jersey: Institute for the Advancement of Philosphy for Children, 1977.

A comprehensive program to develop thinking skills (analytic, aesthetic, affective and concept-based) based upon a series of specially created novels beginning in primary school and extending through high school. Gains in basic skills have been measured as well as significant improvement in creative reasoning skills. The ultimate goal is to create a community of inquiry in the classroom.

A list of materials in the program is available from: First Mountain Foundation, P.O. Box 196, Montclair, New Jersey 07042.

FEUERSTEIN, Reuven et al. *The Dynamic Assessment of Retarded Performers: The Learning Potential Assessment Device, Theory Instruments and Technique.* Baltimore: University Park Press, 1979. *Instrumental Enrichment: An Intervention Program for Cognitive Modifiability.* Baltimore: University Park Press, 1980.

The first book bears a misleading title, since Feuerstein began his work with "retarded performers," but his techniques are also used with gifted children. He believes that the "human organism is open to modifiability at all ages and stages of development," and that children "can exceed assessed potential by their decision to do so." His work provides a foundation for a general theory of cognitive

competence coupled with a technology for assessing learning potential and for repairing deficits in the cognitive process. The LPAD is used to develop a profile of cognitive functioning and Instrumental Enrichment as a Manual for enhancing it. For the author, cultural deprivation means to be deprived of the knowledge of one's own cultural heritage.

BUSAN, Tony. *Use Both Sides of Your Brain.* New York: E.P. Dutton, 1983. (Revised and Updated Edition).

An extremely usable book by teachers trying to develop thinking and study skills. See especially Chapter 4 on note taking and the use of mind maps instead of the standard linear method. Busan's methods are based on recent brain research on hemispheric function and specialization. The Busan Organic Study method may be valuable for the Native student.

DE BONO, Edward. *Teaching Thinking.* London: Temple Smith, 1976.

The author coined the term lateral thinking to describe the change in thought from one way of looking at things to another. Lateral thinking is set apart from vertical thinking which is based on logic. The first part of the book deals with the general principles of teaching and thinking and the second part is based directly on experience. The author has also written *Lateral Thinking: A Textbook of Creativity* for the further application of his approach.